MULTIMEDIA UNIVERSITY

STUDENT ID NO

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# MULTIMEDIA UNIVERSITY

# FINAL EXAMINATION

**TRIMESTER 1, 2018/2019**

## LAG 0015 – ADVANCED GRAMMAR

(FAC 1)

24 October 2018
9.00 a.m. – 11.00 a.m.
(2 Hours)

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**INSTRUCTIONS TO STUDENT**

1. This question paper consists of **SEVEN** printed pages with **4** sections.
2. Answer **ALL** questions in **Sections A, B, C and D**.
3. Write **ALL** your answers in the Answer Booklet.

## SECTION A: SENTENCE TYPES [20 MARKS]

**Instructions**: *For questions 1 – 10*, construct **ONE** sentence based on each specified type of sentence and vocabulary.

| **Types of sentence** | **Vocabulary** |
|---|---|
| 1. Declarative | imagine |
| 2. Negative | deny |
| 3. Interrogative | respond |
| 4. Imperative | remove |
| 5. Conditional (first conditional) | declare |
| 6. Conditional (third conditional) | organise |
| 7. Simple | prosecute |
| 8. Compound | save |
| 9. Complex | load |
| 10. Compound-complex | brush |

## SECTION B: MODAL VERBS AND COHESIVE DEVICES [30 MARKS]

### Question 1: Modal Verbs (20 marks)

**Instructions:** *For questions 11 – 20*, construct **ONE** sentence based on each specifled modal verb and its function.

| **Modal Verbs** | **Functions** |
|---|---|
| 11. had better | To provide advice and warning |
| 12. may | To give formal permission |
| 13. can | To request |
| 14. would | To show habitual/ repeated action in the past |
| 15. could | To show past ability |
| 16. must | To show strong necessity |

**Continued...**

| | |
|---|---|
| 17. should | To give advice |
| 18. might | To show past certainty |
| 19. shall | To give polite suggestion |
| 20. will | To express willingness |

**Question 2: Cohesive Devices (10 marks)**
**Instructions:** *For questions 21 – 30,* fill in the blanks with a suitable cohesive device. **DO NOT** use the same cohesive device more than once.

**Sunny Side Up : The key to getting over bad habits**

Why is it so hard to banish a habit when we know it is problematic? How are habitual patterns able to assert their power over us even when we are trying to reason against them? More importantly, what can we do to effectively overcome repetitive behaviours that cause us the kind of sufferings and problems that are entirely avoidable?

**(21)** _____, we ought to realise that we are creatures of habit who are driven by our desires, aversions and emotions. Our human ability to reason evolved later than our primitive drives. As the Scottish philosopher David Hume put it, "Reason is, and ought only to be the slave of the passions, and can never pretend to any other office than to serve and obey them." This means, **(22)** _____, whatever we try to suppress will find ways to manifest itself, and often comes back stronger. **(23)** _____, this is partly why bad habits are difficult to wipe out.

The psychoanalyst Sigmund Freud called our habitual behaviour "repetitive compulsion". We behave in certain ways, as Freud believed, because of a drive to resolve an issue from our past. He thought that bringing the problem to the forefront of our mind was, the way to solve it. **(24)** _____, he realised that being aware of an issue is not enough on its own to overcome it. This is because, while unhelpful behaviour causes us problems over time, they often provide temporary relief from emotional distress. If that was not the case, then people would not have addictions, or engage in procrastination, or frequently date the same type of people who turn out to be bad for their self-esteem.

**(25)** _____ we know unhelpful behaviours cause us problems, for a short period of time, these behaviours can make us feel good: they can validate who we are, give us comfort, or a sense of familiarity. It is why we can justify having that drink or second piece of cake after a stressful day – we know it is not the ideal option, but we recall that it helps us feel better in this moment, and that is what

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matters.

**(26)** _____, what can be done to move beyond unhelpful habits and replace them with more beneficial behaviours? If the behaviour is one that causes a lot of frustration, guilt, anger or frustration, the first step is to find out what is lying beneath the surface. To find this out, speaking to a therapist can be helpful as they are trained to get to the root of the issue, rather than simply addressing the symptoms.

**(27)** _____ useful approach is to write a daily journal of your thoughts, feelings, interactions and activities. The key here is to be completely open and non-judgmental towards yourself. Imagine you are writing to a trusted friend about your day, knowing that no-one will see your entries but you. Journaling in this way – chronicling both your ups and downs can bring into focus things about yourself that were previously outside your awareness.

**(28)**_____, although initially easier said than done, try to practise delaying whatever behaviour you are contemplating when you are emotionally distressed. **(29)** _____, if your go-to habit is to reach for some chocolate, reach for a healthier alternative or drink a glass of water or cup of tea instead. It is not that you cannot have the chocolate; rather, by delaying your habit, you are training your mind to slowly undo and eventually break what has become an automatic response to stress. It takes a little time, but progress is key; you cannot transform behaviours immediately.

**(30)** _____, if you find yourself slipping up, keep in mind the non-judging element when working towards your goal. A lifetime of conditioned behaviours will not go quietly – think of them as something to be chipped away at over time. When you do slip up, simply acknowledge it and start again. In time, you will find that you will become more and more less inclined towards the behaviour until one day it has no power over you at all.

*Adapted from* Clarke, S. (2018, June 17). Sunny Side Up : The key to getting over bad habits Retrieved from https://www.star2.com/living/2018/06/17/sunny-side-up-the-key-to-getting-over-bad-habits/

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## SECTION C: ACTIVE, PASSIVE VOICES AND REPORTED SPEECH [20 MARKS]

**Question 1: Active to Passive (5 marks)**
**Instructions:** *For questions 31 – 35*, rewrite the active sentences into their passive forms.

| | Active | Passive |
|---|---|---|
| **Example:** | **Ali kicked the ball.** | **The ball was kicked by Ali.** |

31. Millions of people watch those programmes every week.

32. Police have arrested a 35-year old accountant for drunk driving.

33. Shakespeare wrote 'Hamlet' in 1601.

34. She will shut down the office for renovation purposes.

35. The South Americans brought potatoes to Europe in the 1500s.

**Question 2: Passive to Active (5 marks)**
**Instructions:** *For questions 36 – 40*, rewrite the passive sentences into their active forms.

36. Aileen has been promised by her father a trip to Mexico.

37. We can't play football on the field because the grass is being cut by the gardener.

38. These books were found in the study hall by the warden, are they yours?

39. The netball match won't be played by us on Saturday.

40. Marie is often sent to Singapore by her boss for an assignment.

**Question 3: Direct to Reported Speech (5 marks)**
**Instructions:** *For questions 41 – 45*, rewrite the direct speech into reported speech.

| | Direct Speech | Reported Speech |
|---|---|---|
| **Example:** | **He said, "I like this song."** | **He said that he liked that song.** |

41. "I need a car", Anna said.

42. Andrew said "I have a meeting at 4.00 pm."

43. The teacher told her students, "You can have three coupons for Canteen Day."

44. The manager said, "The new roster is not out yet."

45. "We have to be quick before anyone else reaches there." said Melania.

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**Question 4: Reported to Direct Speech (5 marks)**
**Instructions:** *For questions 46 – 50*, rewrite the reported speech into direct speech.

46. Alice said animals had super power.

47. A teacher told Albert Einstein he would never be a scientist.

48. When Columbus got to America he said he had reached India.

49. Henry told the cashier he wanted his balance back.

50. Ariel told me her parents were vacationing in Europe.

## SECTION D: SENTENCE ERRORS [30 MARKS]

**Question 1: Sentence errors (10 marks)**
**Instructions:** *For questions 51 – 60*, the sentences contain errors in fragment, run-on, faulty parallelism or faulty modifier. Correct the errors in the sentences.

51. The archeologists are studying the ancient Rome site. Which may have been dated since 2000BC.

52. We must engage a lawyer. To fight for our battle. We cannot do this on our own.

53. In order to pay her bills, Blue Ivy started to do extra night shifts. Including on public holidays and weekends.

54. Driving past the Padi House Cafe', the sun peeked through the big white clouds.

55. Screaming on top of her lungs, the doctor gave the little child a small injection.

56. Dressed in an outrageous outfit, the crowd watched Samantha walked onto the Oval Office.

57. The Home Minister's secretary was asked to write the report quickly, accurately and in thorough manner.

58. We will not sell biscuits to people in glass container.

59. The students who were selected to play for the finals football match against Thailand were told that they should get a lot of sleep, watch their diet, and to do some warm-up exercises before the game.

60. We must continue our effort, we must support local communities by providing a seminar on how to ensure their product visibility to the public.

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**Question 2: Sentence errors (20 marks)**

**Instructions:** This extract contains **TEN** errors in fragment, run-on, faulty parallelism and faulty modifier. Identify and correct the errors as illustrated in the example.

| No. | Line | Error | Correction |
|---|---|---|---|
| 0 | 3 | **Morton lived in Philadelphia, he collected skulls.** | **Morton lived in Philadelphia, and he collected skulls.** |

**There's no Scientific basis for Race – It's a made-up Label**

In the first half of the 19th century, one of America's most prominent scientists was a doctor named Samuel Morton. Morton lived in Philadelphia, he collected skulls. Morton believed that people could be divided into five races and that these races represented separate acts of creation. The races had distinct characters. Which corresponded to their place in a divinely determined hierarchy. Morton claimed his "craniometry" showed that whites, or "Caucasians," were the most intelligent of the races. Morton used the term "Mongolian" for East Asians. The East Asians as according to Morton's view, though "ingenious" and "susceptible of cultivation," were one step down. Next came Southeast Asians, followed by Native Americans. Blacks, or "Ethiopians," were at the bottom. In the decades before the Civil War, Morton's ideas were quickly taken up by the defenders of slavery.

Today, Morton is known as the father of scientific racism. So many of the horrors of the past few centuries can be traced to the idea that one race is inferior to another making the tour of his collection is a haunting experience. To an uncomfortable degree. We still live with Morton's legacy. Racial distinctions continue to shape our neighbourhoods, our sense of self and political. This is the case, what science actually has to tell us about race is just the opposite of what Morton contended. Researchers who have since looked at people at the genetic level now say that the whole category of race is misconceived. In June 2000, when the results were announced at a White House ceremony, Craig Venter, a pioneer of DNA sequencing, observed, "The concept of race has no genetic or scientific basis."

Genetic research has revealed two deep truths about people over the past two decades. The first is that all humans are closely related—more closely related than all chimps, there are many more humans around today. Everyone has the same collection of genes, but with the exception of identical twins, everyone has slightly different versions of some of them. Studies of this genetic diversity have allowed scientists to reconstruct, redefine, and remodelling a kind of family tree of human populations. That has revealed the second deep truth: in a very real sense, all people alive today are Africans. By analyzing the genes of present-day Africans, scientists have concluded that the Khoe-San, who now live in southern Africa, represent one of the oldest branches of the human family tree. The Pygmies of central Africa also have a very long history as a distinct group.

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What this means is that the deepest splits in the human family are not between what are usually thought of as different races—whites, say, or blacks or Asians or Native Americans. They are between African populations. Such as the Khoe-San and the Pygmies, who spent tens of thousands of years separated from one another even before humans left Africa. "What the genetics show is that mixture and displacement have happened again and again and that our pictures of past 'racial structures' are always almost wrong," says David Reich, a Harvard University paleogeneticist.

When people speak about race, usually seem to be referring to skin colour and, at the same time, to something more than skin colour. This is the legacy of people such as Morton, who developed the "science" of race to suit his own prejudices and got the actual science totally wrong. Science today tells us that the visible differences between people are accidents of history. They reflect how our ancestors dealt with sun exposure, and not much else.

Even though race is "made up", does not make it any less powerful. To a disturbing extent, race still determines people's perceptions, their opportunities, and their experiences. It is enshrined in the U.S. census, which last time it was taken in 2010, asked Americans to choose their race from a list that reflects the history of the concept. The choices included "White", "Black", "American Indian", "Asian Indian", "Chinese", "Japanese", and "Samoan". Racial distinctions were written into the Jim Crow laws of the post-Reconstruction South and are now written into statutes like the Civil Rights Act, which prohibits discrimination on the basis of race or color. To the victims of racism, it is small consolation to say that the category has no scientific basis.

*Adapted from* Kolbert,E. (2018, April 8). There's no Scientific basis for Race – It's a made-up Label. Retrieved from www.nationalgeographic.com/magazine/2018/04/race-genetics-science-africa/

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